



# Relationship and Sex Education (RSE) and Health Education Policy

Applicable to:	Responsible Officer	Date Adopted	Date to be reviewed:
All Staff	Deputy Headteacher	10/11/20	1/11/21

## Status

Statutory

## Purpose

At John Mason School we understand the importance of educating students about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered to ensure it meets the needs of all students.

## What is Relationship and Sex Education?

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:

- the facts about reproductive health...
- the facts about the full range of contraceptive choices ...
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
- how to get further advice...
- consent and the law

*DfE Guidance page29.*

At John Mason School we agree with the Sex Education Forum definition of Sex Education (as above). We value PSHE, and it is mainly delivered through our Character Education lessons as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, delivered through Character Education lessons as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements. See Appendix 1.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Through the Jigsaw programme we plan for our students to develop the following:-

### **1) Attitudes and values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships; marriage
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making.

### **2) Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made (both positive and negative);
- managing conflict;
- learning how to recognise and avoid exploitation and abuse (both as exploited or exploiter).

### **3) Knowledge and understanding**

- learning and understanding physical development at appropriate stages;

- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

## **Aims**

Our Relationship and Sex Education aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex;
- communicate effectively;
- be aware of their sexuality and understand human sexuality;
- understand the arguments for delaying sexual activity;
- understand the reasons for having protected sex;
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV;
- access confidential health advice, support and if necessary treatment; know how the law applies to sexual relationships.

## **Health Education**

“It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves.”

*DfE Guidance page 35.*

Health Education in John Mason school will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more. See Appendix 1.

## **Principles and Values**

John Mason School believes that every student has a valuable contribution to make to our community and aims to support each individual as they grow and learn. Relationship and Sex Education at John Mason School is set within this wider school context and supports

family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, eg nuclear family. It includes a variety of types of family structure, and acceptance of different approaches. Students and teachers are encouraged to share and respect each others' views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.

Parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

The wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

### **Method of Delivery**

At John Mason School, we teach Personal, Social and Health Economic as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

The overview of the programme can be seen in Appendix 1.

### **What do we teach, when and who teaches it?**

#### **Whole-school approach**

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At John Mason School we allocate time to deliver PSHE in character education lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

In Year 7 this time is one hour per week.

In Year 8, 9 and 10 this time is one hour per fortnight.

In Year 11 this is delivered through the tutor programme.

These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- recognition and reward system,
- Learning Charter,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.
- Class tutors/ teachers deliver the lessons in Character Education lessons.

John Mason School specifically delivers Relationship and Sex Education in its Character Education Programme and in Science lessons at KS3 and KS4. Much of the Relationship and Sex Education at John Mason School takes place within character education lessons. The Character Education Curriculum is generally delivered by a team of character education teachers with input from professionals where appropriate.

RSE in John Mason School will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

The expected outcomes for each of these elements can be found further on in Appendix 3.

The Science National Curriculum is delivered by staff in the science faculty. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. (See appendix 2)

Any lesson within Relationship and Sex Education may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Teachers who are uncomfortable with teaching certain aspects of the curriculum are supported by the Character Education co-ordinator who will help with planning or delivery of lessons if required.

## **Inclusion**

### **Right of Withdrawal of children from Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education except for those parts included in the statutory National Curriculum (ie in Science lessons). Parents wishing to do this should inform the school preferably in writing to the Headteacher. The Headteacher may want to discuss this request with parents to ensure their wishes have been understood. Alternative arrangements will be made for the student in these cases.

See Appendix 3 for areas of the curriculum involving Sex Education.

Parents do not have the right to withdraw their child from the relationships or health elements of the programme.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education. There may be exceptional circumstances that would mean we would have to take a student's specific need into account in this circumstance we will offer provision appropriate to the particular needs of the student (such as ELSA, Youth worker, one to one teaching) and take specialist advice where necessary. Parents would be involved in any such decisions.

### **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that relationship and sex education is relevant to them.

### **Equality**

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under

which sexual orientation and gender reassignment are amongst the protected characteristics...

At John Mason School, we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

## **Confidentiality Policy**

In line with government guidance, teachers are not in a position to give individual personal advice in sexual matters. However, there is access to support agencies, the school health nurse and staff who are trained or experienced in this area and are in a position to provide advice to students who seek it.

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or Headteacher of any disclosure unless the Headteacher has specifically requested them to do so.

In a case where a teacher learns from an under16 year old that they are having or contemplating sexual intercourse:

- the young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be reminded of the importance of effective contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

## **Roles and responsibilities of Headteacher, other staff, governors**

The **governing body** will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents.
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the choice of marriage.

The **Headteacher** will ensure that:

- the governing body is advised about the nature and organisation of relationships and sex education and how it reflects the aims and values of the school.
- sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the choice of marriage.
- pupils are protected from inappropriate teaching materials.
- a scheme of work is agreed and implemented.
- parents have access to the programme of study for sex education.

**Staff** who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life.
- participate in training to provide sex education in line with the school curriculum policy.
- implement the agreed scheme of work.
- draw to the attention of the Headteacher any materials which they consider to be inappropriate.
- respond appropriately to those pupils whose parents wish them to be withdrawn from sex education.

### **Monitoring and Evaluation of Sex and Relationship Education**

It is the responsibility of the Character Education Co-ordinator to oversee and organise the monitoring and evaluation of character education, in the context of the overall school plans for monitoring the quality of teaching and learning. The character education system will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a biennial monitoring and evaluation exercise led by the Senior Leadership Team.

The John Mason Local Academy Board is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy and Health Education annually.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.



## Appendix 1

# Snapshot Jigsaw PSHE 11-16

(updated Mar

2020) Shows the summary of subject content in each Puzzle (unit)

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year7(11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year8(12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Year9(13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative selfidentity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
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Year10(14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, selfexamination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
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Year10(14-15)	<p>Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p>		<p>Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, longterm relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.</p>	<p>Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, selfexamination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p>	<p>Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p>	
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## Appendix 2

From the National Curriculum for Science KS3:

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

**Appendix 3:- Jigsaw programme, expected outcomes. The way the Jigsaw programme covers this is explained in Appendix 1.**

<b>By the end of secondary pupils should know:</b>						
<b>Relationships and Sex Education (RSE) DfE expectations (2019)</b>		<b>Coverage</b>				
<b>Families (FAM)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
FAMa	that there are different types of committed, stable relationships.					
b	how these relationships might contribute to human happiness and their importance for bringing up children.					
c	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.					
d	why marriage is an important relationship choice for many couples and why it must be freely entered into.					
e	the characteristics and legal status of other types of long-term relationships.					
f	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.					
g	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.					

<b>Respectful relationships including friendships (RR)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
RRa	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.					
b	practical steps they can take in a range of different contexts to improve or support respectful relationships.					
c	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).					
d	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs					
e	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.					
f	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.					
g	what constitutes sexual harassment and sexual violence and why these are always unacceptable.					
h	the legal rights and responsibilities regarding equality (particularly with					

	reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.					
<b>Online and media (OM)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
OMa	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.					
b	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.					
c	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.					
d	what to do and where to get support to report material or manage issues online.					
e	the impact of viewing harmful content.					
f	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.		CM4	RL3	RL2	
g	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.					
h	how information and data is generated, collected, shared and used online.					

<b>Being Safe (BS)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
BSa	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.	CM1	RL4 CM5	RL1,2	CD4,6 RL2,5	BM1,2 HM3,5 RL5,6
b	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).					
<b>Intimate and sexual relationships, including sexual health (ISR)</b>						
<b>ISRa</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.					
b	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.	CM3	CM5,6	RL2	DG2 RL3	HM2,3,5
c	the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.			RL4		HM2,4
d	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.					
e	that they have a choice to delay sex or to enjoy intimacy without sex.					

f	the facts about the full range of contraceptive choices, efficacy and options available.			RL4		HM4
g	the facts around pregnancy including miscarriage.	CM2				HM4
h	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).	CM2				HM4,6
i	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.				HM6	HM2,4
j	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			RL5	HM6	HM2
k	how the use of alcohol and drugs can lead to risky sexual behaviour.					
l	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	CM5		RL5		HM6 RL4



<b>By the end of secondary pupils should know: Physical health and mental wellbeing</b>		<b>Coverage</b>				
<b>Mental wellbeing MW)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
MWa	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.					
b	that happiness is linked to being connected to others.					
c	how to recognise the early signs of mental wellbeing concerns.					
d	common types of mental ill health (e.g. anxiety and depression).					
e	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.					
f	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.					
<b>Internet safety and harms (IS)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
ISa	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.					
b	how to identify harmful behaviours online (including bullying, abuse or harassment)					

	and how to report, or find support, if they have been affected by those behaviours.					
<b>Physical health and fitness (PH)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
PHa	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.					
b	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.					
c	about the science relating to blood, organ and stem cell donation.					
<b>Healthy eating (HE)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
HEa	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.					
<b>Drugs, alcohol and tobacco (DAT)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
DATa	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.					
b	the law relating to the supply and possession of illegal substances.					
c	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.					
d	the physical and psychological consequences of addiction, including alcohol dependency.					
e	awareness of the dangers of drugs which are prescribed but still present serious health risks.					

f	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.					
<b>Health and prevention (HP)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
HPa	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.					
b	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.					
c	(late secondary) the benefits of regular self-examination and screening.					
d	the facts and science relating to immunisation and vaccination.					
e	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.					
<b>Basic first aid (BFA)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
BFAa	basic treatment for common injuries.					
b	life-saving skills, including how to administer CPR.					
c	the purpose of defibrillators and when one might be needed.					
<b>Changing adolescent body (CAB)</b>		<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
CABa	key facts about puberty, the changing adolescent body and menstrual wellbeing.					
b	the main changes which take place in males and females, and the implications for emotional and physical health.					

The highlighted blue sections, are the sessions for each year group where sex education is covered.